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assessment

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ACT Assessment
1999 Results
National

ACT

Information for Life Transitions

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An ACT Program for Educational Measurement

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ACT
Information for Life's Transitions

**EMBARGOED UNTIL
10:00 A.M. EDT
TUESDAY, AUGUST 17, 1999**

This packet contains Summary data for your 1999 ACT tested graduates

**PLEASE DO NOT PUBLISH ANY OF THE INFORMATION
IN THIS PACKET BEFORE TUESDAY, AUGUST 17, 1999**

ACT Assessment

Standards for Transition Summary Profile

National Report

Graduating Class of 1999
Students: 1019053

Purpose

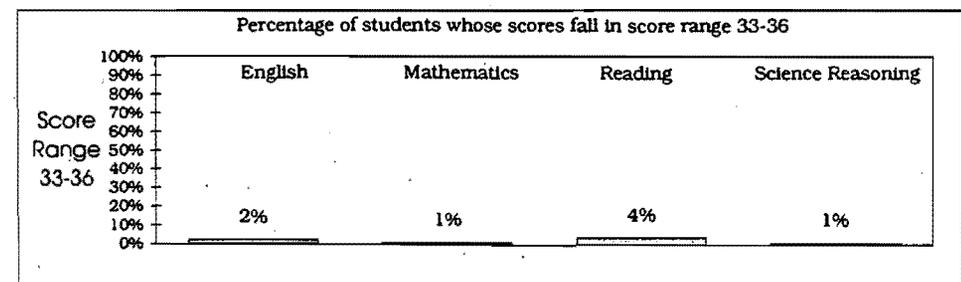
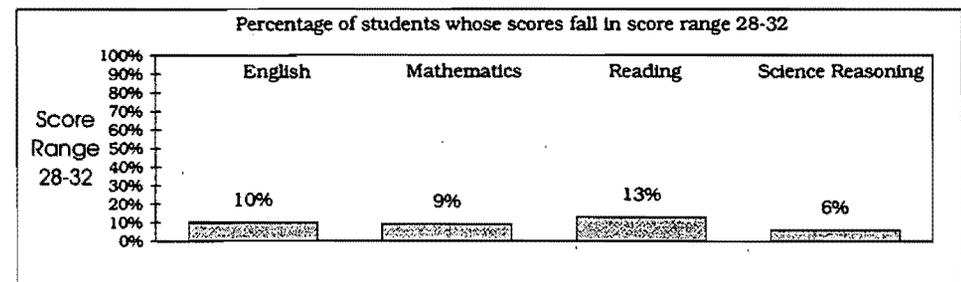
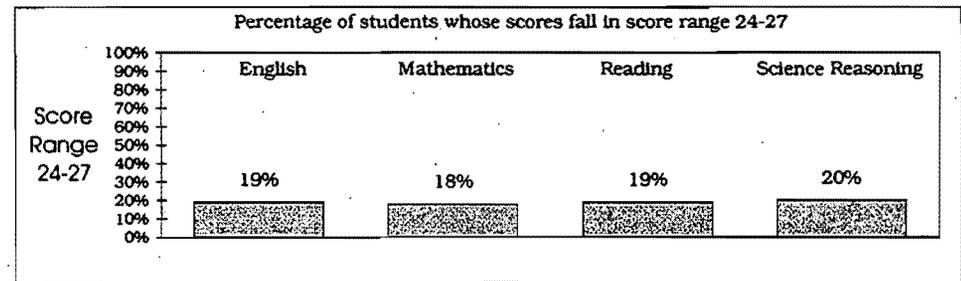
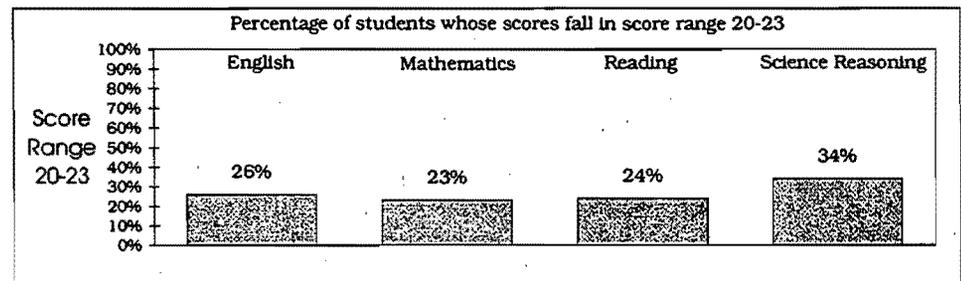
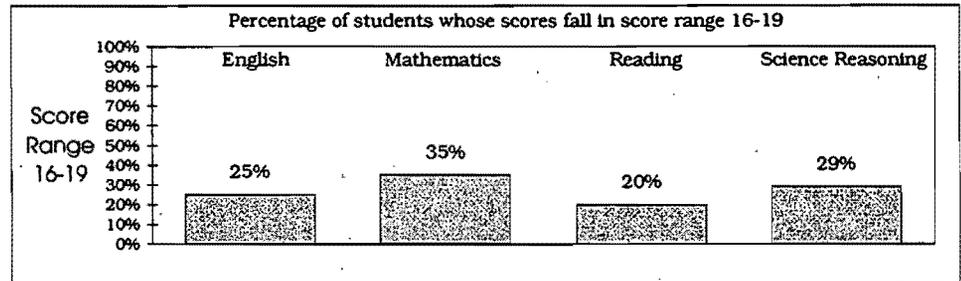
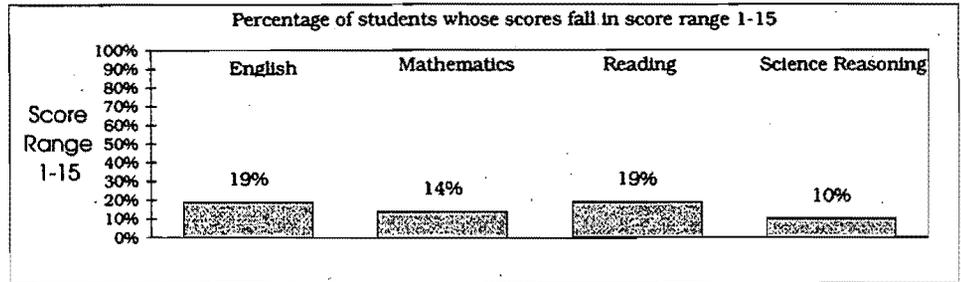
The ACT Assessment program contains four curriculum-based tests that measure academic achievement in the areas of English, mathematics, reading, and science reasoning. This profile gives the percentage of students nationally earning scores in the six score ranges for each of the content areas. The national percentages are based on the Spring 1999 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

National comparisons should be made within each content area and not across the content areas. It is desirable to have the percentage of students in the two score ranges representing the highest scores (28-32 and 33-36).

Items on each of the academic tests sample from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. The score ranges given in this profile are linked to the *Standards for Transition*. The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in each test of the ACT Assessment program. The data from this profile along with the *Standards for Transition* and information from other sources can be used to inform local instructional priorities.

 National



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The High School Profile Report

Normative Data

A Description of
the Academic Abilities and Nonacademic Characteristics
of Your ACT Tested 1999 Graduates

ACT HIGH SCHOOL PROFILE REPORT
H S GRADUATING CLASS 1999

HS GRADUATING CLASS OF 1999
NATIONAL REPORT

CODE 990-000

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EMBARGOED FOR USE UNTIL 10:00 A.M. EDT, AUG. 17, 1999

Hold for release: 10:00 a.m. EDT, Tuesday, August 17, 1999

Contact: Kelley Hayden, 319-337-1028; night, weekend: 319-341-4214
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NOTE TO EDITORS/REPORTERS: This news release and accompanying documents report information about the nation's 1999 high school graduates who took the ACT Assessment. States, districts and schools receive similar information about their students. However, ACT releases only national and selected state data; ACT **does not release local district or school data.** You must contact district and school offices for local information.

ACT SCORES SHOW SIGNIFICANT GAINS IN THE '90s

- **Record Number of ACT-Tested High School Graduates**
- **College Readiness Improves; Varies by Subject**
- **Evidence of Looming Teacher Shortage;
Continued Lack of Interest in Computer Careers**

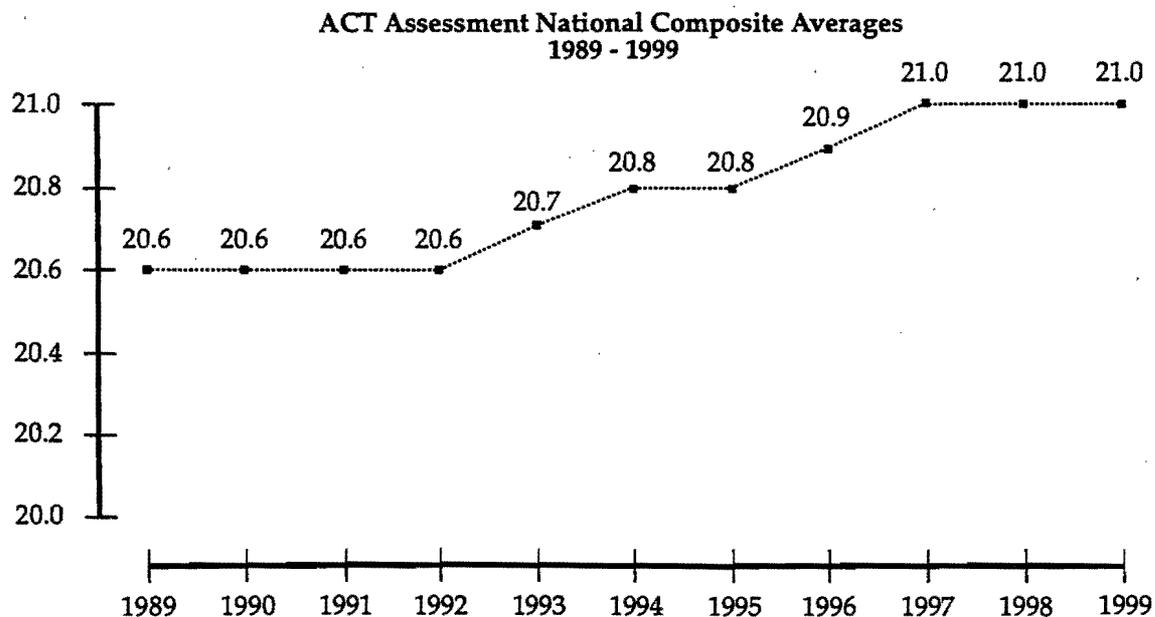
IOWA CITY, IOWA, August 17—College-bound high school students have established a "first" – a decade in which the national average ACT score increased substantially. Data for 1999 show the composite ACT score remaining at 21.0 for the second consecutive year. Ten years ago, the national average was 20.6.

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The 1999 average was achieved by a record number of 1,019,053 high school graduates who took the ACT college entrance and placement exam. The ACT score range is 1-36.

According to an announcement today from Richard L. Ferguson, president of ACT Inc., 10 consecutive years of either stable and or increased ACT scores is unprecedented.

"This is the first time the ACT score at the end of a decade has been noticeably higher than it was at the beginning," Ferguson said. "Over the 1960s, the national score decreased nearly one full point, and in the '70s it fell another 1.3 points. At the end of the '80s, the score was one-tenth of a point above where it was when the decade began. In the '90s, however, we've experienced a significant gain of almost half a point."



(more)

Ferguson also noted substantial growth in the number of students taking the ACT in the '90s: "Nearly 164,000 more ACT-tested students graduated this year than graduated in 1989. This combination of trends -- more students preparing for college while achieving higher entrance-exam scores -- should be welcomed by those concerned about American education, especially as it pertains to college readiness."

According to ACT researchers, this recent performance is especially significant in light of increasing numbers of college-bound female and minority students. In 1989, 54 percent of ACT-tested students were female, and 17 percent were minorities. Today those percentages are 57 and 24.

The rise in the national average ACT score from 20.6 to 21.0 over this period suggests that college-bound high school graduates, especially females and minorities, continue to become better prepared for postsecondary education. Greater participation by members of groups that historically score below average could lead to declines in the national score if those students were not also improving their performance.

- **College Readiness Improves; Varies by Subject**

ACT research has shown consistently that higher-level preparation in the core courses is directly related to higher achievement on the ACT tests and, thus, to success in college. Large differences between the scores of those with core preparation and

(more)

those with less are evident among all racial/ethnic groups and at all socioeconomic levels (see the *ACT High School Graduating Class of 1999 National Report*).

"We've seen a significant increase in students' preparation for college in the last decade," Ferguson said. "In 1989, less than half of the graduates -- 46 percent -- reported taking a core curriculum. This year, 63 percent reported having done so.

"On the basis of their performance on the four ACT tests, members of the class of 1999 appear to be best prepared to succeed in their freshman college English and social studies courses."

Regarding English courses, Ferguson said that 48 percent of this year's graduates should be ready for advanced composition, as indicated by their scores of 21 and higher on the ACT English test. Another 27 percent achieved scores of 17 to 20 and, according to Ferguson, "probably should be advised to enroll in a standard composition course first."

Students who score under 16 on any of the four ACT tests are generally considered to demonstrate a level of performance in that subject below what most colleges require for enrollment in credit-bearing courses.

"Scores of 1 to 15 indicate that students are likely to need additional pre-college classes or on-campus developmental assistance if they're to succeed in standard freshman courses," Ferguson said. "Even scores of 16 to 19, depending on the subject area, indicate only minimal readiness. Many colleges will expect higher levels of performance from their entering students."

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In regard to math courses, Ferguson said that about 34 percent of the class of '99 are prepared to take college algebra: "They scored 23 or higher on the ACT mathematics test."

Forty-seven percent of this year's graduates scored 22 or higher on the ACT reading test, which measures students' readiness for courses that require substantial reading and demand an understanding of narratives and informational passages. Students with these scores are prepared for entry-level social science courses such as American history or psychology.

On the ACT test in science reasoning, 27 percent of the students scored 24 or higher, Ferguson said: "This suggests they're ready for the first biology or chemistry course. The majority probably should enroll in a less rigorous science course first."

Percentages of ACT-Tested 1999 Graduates Prepared for Specific College Courses

Course	% Ready	Appropriate ACT Test & Score Level
Advanced Composition	48	English, 21+
College Algebra	34	Mathematics, 23+
Social Sciences	47	Reading, 22+
Biology/Chemistry	27	Science Reasoning, 24+

- **Evidence of Looming Teacher Shortage;
Continued Lack of Interest in Computer Careers**

Highlighting 1999 ACT data pointing to the need for career counseling for students, Ferguson noted that education is one career field in which demand is beginning to significantly outpace interest, as has already occurred with computers.

"The Department of Education has estimated a need for more than two million new teachers over the next decade," Ferguson said, "and President Clinton has promised to reduce class sizes, which would add to the need. But ACT has been recording students' vocational choices since the 1960s, and we've found that the portion of high school graduates interested in a career in education today is half what it was 30 years ago -- and just where it's been for the last 20 years -- fluctuating between 9 and 10 percent."

"The problem is especially acute for minorities. The percentages of elementary and secondary students belonging to minority groups increase every year, but even fewer minority than majority graduates are interested in careers in education."

**Percentages of 1999 ACT-Tested Graduates Interested in a Career in Education,
by Racial/Ethnic Group**

Asian	4
Black	6
Caucasian	11
Hispanic	8
Multiracial	7
Native American	9
Other	7

(more)

Further complicating matters, according to Ferguson, are the facts that not everyone choosing a career in education wants to teach and that, according to studies, only half those interested in teaching when they leave high school ever end up in an elementary or secondary classroom.

"Most students say they're interested in a career in medicine or business," Ferguson said. "As a nation, we might serve ourselves better if we communicated more up-to-date information about the labor market and the job outlook to high school students so they can make more-informed career choices well before they commit to a program of study.

"A year ago, for instance, ACT created a bit of a stir when we pointed out that only a little over 3 percent of the high school graduates indicated an interest in a computer-science career. That small number stood out starkly against reports of hundreds of thousands of openings in the computer field and Labor Department projections that the three fastest-growing occupations through the year 2006 are all computer-related.

"A year later, the situation hasn't changed much. Interest in computer-related careers is up only very slightly, to about 4 percent of college-bound students."

(more)

**The Three Occupations with the Fastest Employment Growth
 1996-2006***

Occupation	Employment		
	1996	2006	Change
Database administrators, computer support specialists and all other computer scientists	212,000	461,000	118%
Computer Engineers	216,000	451,000	109%
Systems Analysts	506,000	1,025,000	103%

* Bureau of Labor Statistics, Department of Labor

The Top 10 Vocational Choices of 1999 ACT-Tested Graduates

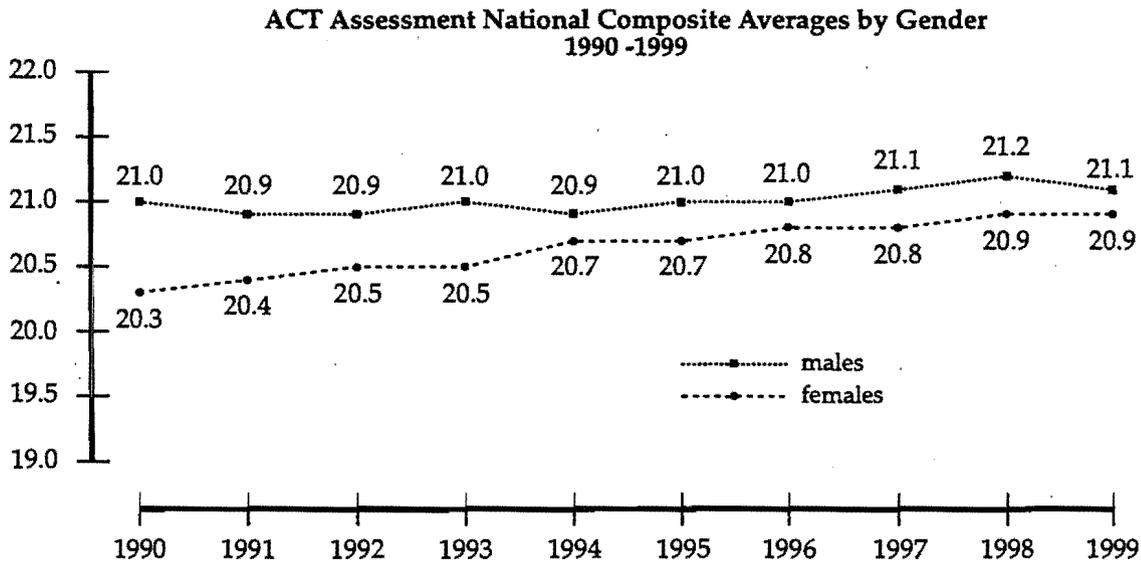
Vocational Choice	Number	Percentage
Health Sciences	180,000+	19.2
Business & Management	105,000+	11.2
Undecided	97,000+	10.4
Education	89,000+	9.5
Social Sciences	81,000+	8.6
Engineering	65,000+	7.0
Visual & Performing Arts	55,000+	5.9
Sciences	48,000+	5.1
Communications	38,000+	4.1
Computer & Information Science	37,000+	4.0

Additional data of interest from the 1999 ACT report:

- Females are taking more math: The number of ACT-tested female graduates increased in 1999, while the number of females taking less than three years of math decreased. Higher percentages of females than males take trigonometry and chemistry. Males continue to take more calculus and physics.

(more)

- The "gender gap" has fallen back to 0.2 scale points: Males saw their composite average in 1999 slip to 21.1 from 21.2, but females maintained theirs at 20.9. The average difference between the composite scores of males and females has been much narrower from 1994 to 1999 than at any other time.



- Minority performance remained generally stable in 1999. All scores for Black and Hispanic students were the same as the year before, except that Blacks declined 0.1 point in reading. Asian and multiracial students remained above average in most areas despite declines in every score but English. Average scores for Native Americans declined for the first time since 1992.

(more)

ACT Test Scores, 1998 & 1999, by Ethnic/Racial Background & for Total Group

	Change*		English		Mathematics		Reading		Science Reasoning		Composite	
			1998	1999	1998	1999	1998	1999	1998	1999	1998	1999
Asian	2,263	7.3%	20.5	20.5	23.4	23.1	21.3	21.2	21.6	21.3	21.8	21.7
Black	3,395	3.4%	16.4	16.4	16.9	16.9	17.2	17.1	17.3	17.3	17.1	17.1
Caucasian	24,525	3.5%	21.2	21.3	21.4	21.3	22.1	22.1	21.8	21.7	21.7	21.7
Hispanic	1,213	2.3%	17.9	17.9	19.0	19.0	19.1	19.1	19.1	19.1	18.9	18.9
Multiracial	32	0.2%	20.6	20.7	20.7	20.5	22.1	21.9	21.2	21.0	21.3	21.2
Native Am.	(302)	(2.7%)	18.1	18.1	18.6	18.5	19.4	19.3	19.4	19.3	19.0	18.9
All Grads	24,014	2.4%	20.4	20.5	20.8	20.7	21.4	21.4	21.1	21.0	21.0	21.0

*Increase or (decrease) from 1998 to 1999 in number tested.

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ACT Assessment 1999 Results

*Summary Report
National*

ACT

Information for Life's Transitions

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An ACT Program for Educational Planning

ACT ASSESSMENT RESULTS

National 1999

This report provides information about the performance of 1999 graduating seniors nationwide who took the ACT Assessment as sophomores, juniors or seniors. As you review and interpret the information please keep the following in mind:

- ACT-tested seniors may not be representative of the total population of graduating seniors.
- This report provides selected information about the nation's ACT-tested graduating seniors. For more details, please refer to the 1999 ACT National High School Profile Report.

Average ACT Scores

National
1999

To help policy-makers gain a better perspective on the association between coursework taken in high school and performance on the ACT Assessment, this report provides information about the graduating class according to level of high school coursework completed. Average scores are reported for 1999 graduating seniors who reported completing a core high school program (a **core or more** program is defined as a typical college preparatory program) and for those who reported not completing a high school core program. (Refer to following page).

The academic preparation a student receives in high school correlates with success in college. ACT research indicates that students who prepare academically by taking a core high school program consistently score higher on the ACT Assessment than those who do not. These same students also earn better grades in college. These facts underscore the value of a strong basic program of study in high school.

Levels of High School Coursework

Core or More

Core or more is defined as a typical college preparatory program including:

- **English (four years or more)**

One year credit each for English 9, English 10, English 11, English 12

- **Mathematics (three years or more)**

One year credit each for Algebra I, Algebra II, Geometry

One-half year credit each for Trigonometry, Calculus (not Pre-Calculus), other Math courses beyond Algebra II, Computer Math/Computer Science

- **Social Studies (three years or more)**

One year credit each for American History, World History, American Government

One-half year credit each for Economics, Geography, Psychology, other History (European, State, etc.)

- **Natural Sciences (three years or more)**

One year credit each for General/Physical/Earth Science, Biology, Chemistry, Physics

Less Than Core

Less than core refers to a program of studies consisting of fewer courses than those included in core or more.

Average ACT test scores in English, Mathematics, Reading, Science Reasoning, and Composite for 1999 seniors who completed a core curriculum and those who did not are shown in Tables 1 and 2. In general, students who complete core coursework tend to earn higher average scores than students who do not complete core coursework. As Table 2 indicates, this association holds true across racial-ethnic groups. Table 3 shows that regardless of racial-ethnic background, the average Composite score for students who completed core coursework has been consistently higher over the past five years than the average Composite scores of those who did not.

Table 1
Average ACT Scores
By Level of High School Coursework

Reference Group	Core or More					Less Than Core				
	E	M	R	SR	C	E	M	R	SR	C
National	21.6	21.8	22.4	21.9	22.0	18.7	18.9	19.8	19.6	19.4

Table 2
Average ACT Scores
By Level of High School Coursework and Racial-Ethnic Group

National Reference Group	Core or More					Less Than Core				
	E	M	R	SR	C	E	M	R	SR	C
African-Amer/Black	17.5	17.7	17.9	18.0	17.9	15.0	15.9	16.0	16.4	16.0
Amer Ind/Alas. Nat.	19.8	20.0	20.8	20.5	20.4	16.7	17.1	18.1	18.2	17.6
Caucasian-Amer.	22.4	22.3	23.1	22.5	22.7	19.6	19.4	20.5	20.3	20.1
Mexican-Amer/Chi.	18.7	19.8	19.8	19.7	19.6	16.2	17.3	17.6	17.8	17.4
Asian-Amer/Pac.	21.3	23.8	21.9	21.9	22.3	18.6	21.1	19.4	19.9	19.9
P.R./Cuban/Oth.	20.0	20.7	20.9	20.5	20.7	17.0	17.8	18.3	18.2	17.9

Table 3
Trends in Average ACT Composite Scores Across Five Years
By Level of High School Coursework and Racial-Ethnic Group

National Reference Group	Core or More		Less Than Core	
	N	Composite	N	Composite
All Graduates				
1995	529146	22.0	360925	19.1
1996	542136	22.0	354733	19.2
1997	566141	22.1	361947	19.3
1998	606406	22.1	354306	19.3
1999	615545	22.0	367537	19.4
African-American/Black				
1995	48097	18.0	40099	15.9
1996	48321	17.9	38546	15.9
1997	50100	17.9	39696	16.0
1998	56544	17.9	41019	16.0
1999	58410	17.9	42061	16.0
American Indian/Alaskan Native				
1995	5398	20.1	5509	17.4
1996	5655	20.2	5419	17.7
1997	5685	20.4	5414	17.6
1998	5587	20.4	4903	17.7
1999	5332	20.4	4782	17.6
Caucasian-American/White				
1995	388508	22.6	257159	19.8
1996	398962	22.7	251375	19.9
1997	408851	22.8	250763	20.0
1998	444461	22.7	249092	20.0
1999	452100	22.7	260036	20.1
Mexican-American/Chicano				
1995	13435	19.8	10801	17.2
1996	11753	19.8	9438	17.4
1997	11875	19.9	9475	17.4
1998	19028	19.6	14541	17.2
1999	21260	19.6	15753	17.4
Asian-American/Pacific Islander				
1995	19237	22.4	7989	19.5
1996	19685	22.4	7676	19.7
1997	20201	22.5	7834	19.8
1998	22074	22.6	7886	20.0
1999	23017	22.3	8856	19.9
Puerto Rican/Cuban/Other Hispanic				
1995	13585	19.9	9812	17.2
1996	14838	20.0	10462	17.4
1997	15693	20.1	10615	17.4
1998	10732	20.7	5893	17.9
1999	8911	20.7	5002	17.9

Table 4 presents the relationship between average ACT Composite scores and patterns of high school coursework across racial-ethnic groups and annual family income levels within each group.

Table 4
Average ACT Composite Scores
By Level of High School Coursework, Racial-Ethnic Group
And Annual Family Income

1999 National Reference Group	Annual Family Income					
	Less than \$18,000		\$18,000-\$35,999		\$36,000 or more	
	N	Composite	N	Composite	N	Composite
All Graduates						
Total Group	87488	18.4	212120	19.9	563672	21.9
Core	45770	19.4	121929	20.9	371609	22.8
Less than Core	40423	17.2	87882	18.5	187692	20.3
African-American/Black						
Total Group	24681	16.1	33303	16.8	29442	18.3
Core	12916	16.8	19205	17.6	18824	19.1
Less than Core	11509	15.3	13794	15.8	10354	17.0
American Indian/Alaskan Native						
Total Group	1803	17.4	3238	18.5	4140	20.2
Core	745	18.6	1582	19.9	2399	21.4
Less than Core	963	16.6	1527	17.3	1628	18.7
Caucasian-American/White						
Total Group	37860	20.1	133587	20.8	455393	22.2
Core	19487	21.4	76763	21.9	301112	23.0
Less than Core	18042	18.7	55757	19.3	151404	20.5
Mexican-American/Chicano						
Total Group	7644	17.2	12352	18.2	13366	20.1
Core	4067	18.1	6785	19.0	8407	20.9
Less than Core	3521	16.1	5496	17.1	4881	18.7
Asian-American/Pacific Islander						
Total Group	4801	18.8	7949	20.3	15896	23.2
Core	3116	19.5	5473	21.0	11942	23.7
Less than Core	1580	17.4	2329	18.7	3728	21.6
Puerto Rican/Cuban/Other Hispanic						
Total Group	2298	17.6	4227	18.8	5997	21.1
Core	1220	18.7	2541	19.7	4094	21.9
Less than Core	959	16.4	1548	17.2	1747	19.4

Each year ACT collects freshman course grades from hundreds of colleges and universities. Research has shown ACT-tested graduates typically have at least a 50 percent chance of receiving at least a "B" in the courses listed in Table 5 if they obtain the identified ACT score value or higher. The columns in the right side of the table present the percentages of ACT-tested graduates that earned a score at or above the typical cutoff score. For example, of those students who had core or more coursework, 83% had an ACT English score at or above 17.

Table 5
Summary of Course Placement
Cutoff Scores

Course Type	ACT Assessment Test Variable	Typical Cutoff Score	Percent At or Above The Typical Cutoff Score	
			Those with Core Coursework	Those With Less than Core Coursework
English				
Standard Composition	English	17	83	64
Advanced Composition	English	21	57	35
Literature	English	21	57	35
Mathematics				
Elementary Algebra	Mathematics	19	70	43
Intermediate Algebra	Mathematics	22	49	25
College Algebra	Mathematics	23	42	20
Calculus	Mathematics	27	19	8
Science				
Biology	Science Reasoning	24	34	18
Chemistry	Science Reasoning	25	26	13

Academic success at specific colleges/universities depends on many factors, including the selectivity of the institution and the institution's grading practices. Based on the information presented above, the percentage of ACT-tested students who would likely receive at least a "B" in the identified courses is higher for those who completed the recommended core coursework. Students who earn ACT scores below those listed may need additional academic preparation to be successful in these typical college entry level courses.

Table 6 compares percentages of students choosing selected academic majors in 1995, 1997, and 1999. Overall the interest in most majors has been consistent during this period.

Table 6
Percentages Choosing Selected Majors
By Graduation Year and Gender

National Reference Group	Men	Women	Total
Business			
1995	14	12	13
1997	14	11	12
1999	14	11	12
Computer/Information Sciences			
1995	4	1	2
1997	5	2	3
1999	7	2	4
Education			
1995	5	12	9
1997	6	13	10
1999	5	13	9
Engineering			
1995	17	3	9
1997	17	3	9
1999	17	3	9
Health Professions			
1995	13	26	20
1997	12	27	20
1999	10	26	19

Table 7 presents the average ACT Composite scores for various racial-ethnic groups from 1995 to 1999. Trend information is provided for each reference group represented by 500 or more ACT-tested graduates each year. Over this five-year period, the national average ACT Composite score for the total group of graduates, African-Americans, Caucasian-Americans, and Asian-Americans has remained stable for the last three years. American Indian/Alaskan Native scores have increased from 18.6 to 18.9. The improvement in the Puerto Rican/Cuban/Other Hispanic scores was due to a change in racial-ethnic coding in 1998, for this group and Mexican-Americans.

Table 7
Trends in Average ACT Composite Scores

National Reference Group	N	Composite
All Graduates		
1995	945369	20.8
1996	924663	20.9
1997	959301	21.0
1998	995039	21.0
1999	1019053	21.0
African-American/Black		
1995	89155	17.1
1996	87630	17.0
1997	90617	17.1
1998	100537	17.1
1999	103932	17.1
American Indian/Alaskan Native		
1995	11361	18.6
1996	11580	18.8
1997	11509	19.0
1998	11132	19.0
1999	10830	18.9
Caucasian-American/White		
1995	650664	21.5
1996	654377	21.6
1997	663878	21.7
1998	707496	21.7
1999	732025	21.7

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Continued...

Table 7
Trends in Average ACT Composite Scores

National Reference Group	N	Composite
Mexican-American/Chicano		
1995	24431	18.6
1996	21345	18.7
1997	21511	18.8
1998	34617	18.5
1999	38257	18.6
Asian-American/Pacific Islander		
1995	27784	21.6
1996	27847	21.6
1997	28542	21.7
1998	30988	21.8
1999	33251	21.7
Puerto Rican/Cuban/Other Hispanic		
1995	24054	18.7
1996	25857	18.9
1997	26841	19.0
1998	17500	19.6
1999	15073	19.6

Annual national trends in ACT scores beginning with 1969-70 are available on request.

Cautions on the Use of State Aggregate ACT Scores

The ACT Assessment comprises four curriculum-based achievement tests designed to assess critical reasoning and higher-order thinking skills in English, mathematics, reading and science. These tests reflect students' skills and achievement levels as products of their high school experience and serve as critical measures of their preparation for academic coursework beyond high school. ACT Assessment results are used by postsecondary institutions across the nation for admissions, academic advising, course placement and scholarship decisions.

The accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT Assessment are self-selected and do not represent the entire student population. Further, the percentages of students taking the ACT Assessment vary a great deal from state to state, as do those students' backgrounds and characteristics. Many factors—among them, motivation and the desire to learn, parental support, the quality of teaching, socioeconomic status and extracurricular experiences—contribute to individual and group student achievement. However, a core college-preparatory program can be identified as one significant precondition to success on the ACT Assessment and in postsecondary studies. ACT defines a core college-preparatory program as four years of English and three or more years each of mathematics (starting with Algebra I), science and social studies courses.

For a state with a high percentage of ACT-tested graduates, comparing the percentages and average composite ACT scores of the core and non-core completers reveals, in general, large differences in overall student achievement and postsecondary preparation. For a state with a low percentage of ACT-tested graduates, however, the differences between core and non-core completers are not as definitive.

ACT Average Composite by State 1999 ACT-Tested Graduates

State	Total		Core Completers		Non-Core Completers		No Course Data	
	% of Graduates Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score
Alabama	65	20.2	65	21.4	33	17.7	2	18.4
Alaska	35	21.1	42	24.1	27	20.4	31	17.6
Arizona	28	21.4	70	22.1	27	19.7	3	20.6
Arkansas	69	20.3	74	21.1	21	17.8	6	19.0
California	12	21.3	65	22.1	31	19.6	4	21.3
Colorado	62	21.5	57	22.6	40	20.0	3	20.4
Connecticut	3	21.6	43	22.2	41	20.9	16	21.4
Delaware	3	20.5	62	21.5	34	18.6	5	20.8
Washington DC	13	18.6	64	18.9	23	17.7	13	18.8
Florida	39	20.6	70	21.5	25	18.3	5	19.7
Georgia	16	20.0	76	20.7	20	17.7	5	19.1
Hawaii	18	21.6	69	22.1	26	20.1	5	21.9
Idaho	60	21.4	48	22.6	49	20.2	3	20.8
Illinois	67	21.4	51	22.9	46	19.8	2	20.7
Indiana	19	21.2	62	22.3	33	19.4	5	20.5
Iowa	66	22.0	66	23.0	32	19.9	2	21.4
Kansas	75	21.5	54	23.0	44	19.7	3	19.9
Kentucky	68	20.1	44	21.1	54	19.4	2	19.6
Louisiana	76	19.6	70	20.6	27	17.0	3	19.2
Maine	4	22.1	45	22.7	45	21.9	10	20.5
Maryland	10	20.9	70	21.3	25	19.9	5	20.8
Massachusetts	6	22.0	44	22.3	41	21.9	15	21.7
Michigan	69	21.3	55	22.6	42	19.7	2	20.7
Minnesota	64	22.1	69	22.9	28	20.4	3	21.6
Mississippi	82	18.7	61	19.8	37	16.9	2	18.3
Missouri	67	21.6	61	22.7	36	19.6	3	21.6

* Totals for graduating seniors were obtained from *Projections of High School Graduates by State and Race/Ethnicity 1996-2012*, Copyright © by Western Interstate Commission for Higher Education, February, 1998.

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ACT Average Composite by State 1999 ACT-Tested Graduates

State	Total		Core Completers		Non-Core Completers		No Course Data	
	% of Graduates Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score
Montana	54	21.8	56	23.1	41	20.0	2	20.0
Nebraska	73	21.7	67	22.6	31	19.8	2	20.3
Nevada	41	21.5	65	22.3	33	19.9	2	19.9
New Hampshire	5	22.2	55	22.9	38	21.5	8	21.1
New Jersey	4	20.7	34	21.2	59	20.3	7	20.9
New Mexico	64	20.1	53	21.3	43	18.8	3	18.8
New York	14	22.0	63	23.2	30	19.6	7	21.0
North Carolina	12	19.4	64	20.4	32	17.6	4	18.9
North Dakota	79	21.4	63	22.8	35	19.0	2	19.3
Ohio	59	21.4	62	22.6	36	19.5	2	20.7
Oklahoma	69	20.6	52	21.8	45	19.2	3	19.8
Oregon	11	22.6	60	23.7	37	21.0	3	21.3
Pennsylvania	7	21.4	69	22.2	26	19.8	5	19.4
Rhode Island	3	22.7	44	22.6	47	22.9	9	21.8
South Carolina	18	19.1	70	19.9	26	17.1	4	19.2
South Dakota	70	21.2	63	22.3	35	19.4	2	19.7
Tennessee	77	19.9	62	20.9	36	18.2	2	18.9
Texas	31	20.3	70	21.2	27	18.2	3	19.1
Utah	68	21.4	43	22.4	55	20.6	3	21.1
Vermont	9	21.9	45	22.5	40	21.1	15	22.3
Virginia	7	20.6	67	21.3	25	19.2	7	19.8
Washington	18	22.6	56	23.4	41	21.5	2	22.0
West Virginia	58	20.2	43	21.4	56	19.3	2	18.7
Wisconsin	67	22.3	61	23.1	36	21.0	2	21.8
Wyoming	66	21.4	54	22.6	44	20.1	2	20.2
National	36	21.0	60	22.0	36	19.4	4	20.2

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STATE COLLABORATIVE ON ASSESSMENT
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M. David Miller
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